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ABSTRACT

This resource guide is intended to help faculty and staff of Calhoun Community College (Alabama) to comply with federal laws and to adapt and modify their activities to accommodate the individual needs of students with a wide variety of disabilities. The first section summarizes the major relevant requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Next, basic principles of interacting with someone who has a disability are outlined, noting reception etiquette, conversation etiquette, and terms to avoid. Responsibilities of the student with a disability and faculty are then specified. The following sections provide suggestions for interacting with students having specific disabilities, with an explanation of typical characteristics of the disability and instructional modifications. The following disability areas are covered: deafness and partial hearing, head injury, learning disabilities, orthopedic/mobility disabilities, psychological disabilities, speech and language disorders, visual disabilities, and other disabilities. Relevant campus resources are briefly described. (DB)

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ED 401 685

COLLEGE STUDENTS with DISABILITIES

A Resource Guide for Faculty and Staff

CALHOUN
COMMUNITY
COLLEGE

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COLLEGE STUDENTS WITH DISABILITIES

A Resource Guide for Faculty and Staff

April 1995

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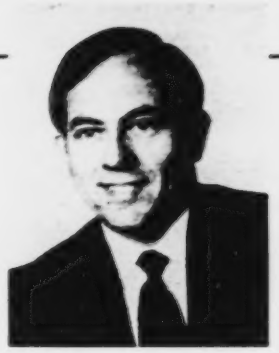
This manual will be made available in alternative format by request.

Message from the President



Dear Colleague:

The Vision Statement of Calhoun Community College affirms our dedication to the highest quality educational experiences possible through continuous improvement of teaching and support services. We believe in providing educational and training opportunities for diverse clients, including those with disabilities.

Calhoun Community College is strongly committed to providing equal access to all facilities, programs and services of the college. We have the common goal of fostering an environment free of discrimination and bias in which all students have access to educational opportunity.

Thank you for your continued contributions to excellence in service to students with disabilities at Calhoun. This resource guide will be useful to students with disabilities at Calhoun and to each of us in our efforts to help each student to learn and develop.

Sincerely,

Richard G. Carpenter
President

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The Law

SECTION 504 of the REHABILITATION ACT OF 1973

"No otherwise qualified individuals with disabilities in the United States ...shall solely by reason of his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Definition of Terms

A person with a disability is an individual with a physical or mental impairment that substantially limits one or more major life activities. An individual is considered to be a person with a disability if he/she (1) has a disability, (2) has a history of a disability, or (3) is perceived by others as having a disability.

Provisions of Section 504

Calhoun Community College as a public institution of higher education which receives federal assistance, is legally bound to prohibit discrimination in the recruitment process, the admissions process and the educational process of students with disabilities. Students with documented disabilities are entitled to receive approved modifications, appropriate academic adjustments or auxiliary aids that will enable them to participate in and have the opportunity to benefit from all educational programs and activities of Calhoun Community College.

Under the provisions of Section 504, Calhoun Community College may not:

- Limit the number of otherwise qualified students with disabilities admitted;
- Make pre-admission inquiries as to whether an applicant is disabled;
- Exclude an otherwise qualified student with a disability from any course of study;
- Provide less financial assistance to students with disabilities than is provided to non-disabled students, or limit eligibility for scholarships on the basis of disability;
- Counsel students with disabilities into more restrictive career paths than are recommended to non-disabled students;
- Measure student achievement using modes that adversely discriminate against a student with a disability; or
- Establish rules and policies that have the effect of limiting participation of students with disabilities in educational programs or activities.

Section 504 of the Rehabilitation Act of 1973 is still in effect, and it contains (in Subpart E) more specific information regarding postsecondary education than the ADA.

AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act of 1990 is civil rights legislation that affects some 43,000,000 Americans with disabilities and 846,000 Alabamians with disabilities. It is the purpose of this act to provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities. The ADA applies to all institutions of higher education regardless of receipt of Federal funds.

Provisions of the ADA

Title I. Title I covers nondiscrimination in employment activities.

Title II. Title II of the ADA is divided into two subparts. Subpart A requires that state and local government entities and programs be made accessible to persons with disabilities. Subpart B requires that public transportation systems be made fully accessible to and usable by persons with disabilities.

Title III. Title III covers the accessibility and availability of programs, goods, and services provided to the public by private entities.

Title IV. Title IV requires that telecommunication services be made accessible to persons with hearing and speech impairments and has specific reference to the development of telecommunications relay systems and closed-captioning technology.

Title V. Title V of the ADA contains miscellaneous provisions that apply to all of the other titles as well.

Facility Access

The ADA requires existing facilities of Title II entities to be accessible. Calhoun Community College has a compliance plan to make all existing facilities accessible to the disabled to the extent that access is readily achievable and not an undue burden. For new construction or renovations, the college must be in conformance with Uniform Federal Accessibility Standards (UFAS) or the Americans with Disabilities Act Accessibility Guidelines for Buildings and Facilities (ADAAG), without the elevator exemption. The choice of standards must be consistent within a single building.

WHAT DO YOU SAY TO SOMEONE WITH A DISABILITY...

The first step in interacting with students with disabilities seems obvious: treat them as you would any other students. Students with disabilities come to college for the same reasons others do. They bring with them the same range of backgrounds, intelligence and academic skills. The following information is offered as a guide for use in everyday situations:

RECEPTION ETIQUETTE

1. When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use or who wear an artificial limb can usually shake hands. Shaking hands with the left hand is an acceptable greeting.
2. Treat adults as adults. Never patronize people using wheelchairs by patting them on the head or shoulder.
3. When addressing a person who uses a wheelchair, never lean on the person's wheelchair. The chair is a part of the body space of the person who uses it.
4. When talking with a person who has a disability, look at and speak directly to that person, rather than through a companion who may be along.
5. If an interpreter is present, speak to the person who has come to see you, not to the interpreter. Maintain eye contact with your visitor, not the interpreter.
6. Offer assistance with sensitivity and respect. If the offer to help is declined, do not insist. If the offer is accepted, listen to, or ask for instructions (e.g. allow a person with a visual impairment to take your arm at or above the elbow so that you can guide rather than propel the person).

CONVERSATION ETIQUETTE

1. Relax. Don't be embarrassed if you happen to use common expressions such as "See you later" or "Got to be running along" that seem to relate to the person's disability. People who are visually/mobility impaired use these expressions.
2. To get the attention of a person with a hearing loss, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly and slowly. Show consideration by placing yourself facing the light source and keeping your hands away from your mouth when speaking. Keep mustaches well trimmed. Shouting won't help, and it may lessen the person's ability to understand. Written notes are fine for short conversations.
3. When talking with a person in a wheelchair for more than a few minutes, please sit down in order to place yourself at the person's eye level.
4. When greeting a person with a severe loss of vision, always identify yourself and others who may be with you. Speak in a normal tone of voice, indicate in advance when you will be moving from one place to another, and let it be known when the conversation is at an end.
5. Listen attentively when talking with a person who has a speech impairment. Keep your manner encouraging rather than correcting. When necessary, ask short questions that require short answers. Never pretend to understand if you are having difficulty doing so. Repeat what you understand. The person's reactions will guide you to understanding.

People with disabilities are people first; they prefer that you focus on their individuality, not their disabilities. The language used to portray individuals with disabilities is often a barrier to access and acceptance in the community. The following glossary of terms is offered as a guide to acceptable terms:

DON'T SAY	SAY:
Handicap, handicapped.	Disability, or person with a disability. Emphasize the person, not the disability.
Victim of or afflicted with a stroke, polio, muscular dystrophy, etc.	Person who has multiple sclerosis, or person who has had a spinal cord injury.
Wheelchair-bound or confined to a wheelchair.	Person who uses a wheelchair or has a wheelchair. Most people who use a wheelchair do not regard them as confining. They are viewed as liberating.
Deaf and dumb.	Person who is deaf, hearing impaired, or hard of hearing. Most deaf individuals are capable of speech. Inability to hear or speak does not indicate lowered intelligence.
Normal, healthy (when used as the opposite of disabled).	Non-disabled.
The deaf. The visually impaired. The disabled.	Person who is deaf, etc.
Spastic, mongoloid, crazy, deformed, defective, crippled. These words are offensive, dehumanizing, degrading and stigmatizing.	When it is appropriate to refer to an individual's disability choose the correct terminology for the specific disability. Use terms such as cerebral palsy, Down Syndrome, mental illness, spina bifida, quadriplegia, seizure disorder, speech impairment, or specific learning disability.

...JUST SAY "HELLO"

General Considerations for Students & Faculty

Specific suggestions for teaching students with disabilities will be offered in the sections devoted to each disability. This section will discuss several general considerations.

RESPONSIBILITIES OF STUDENTS

It is the responsibility of the student to identify himself/herself to the Counselor for Services to Individuals with Disabilities and to provide professional documentation of the disability if it is not a visible disability.

The student will consult with the Counselor to determine specific accommodations that will be required while he/she is a student at Calhoun Community College. The student will authorize any notification of instructors of his/her required modifications and strategies. The student will be told of his/her responsibility to meet with his/her instructors at the beginning of each quarter to discuss arrangements for accommodations in each course.

Students with disabilities must maintain the same responsibility for their education as non-disabled students. This includes maintaining the same academic levels, maintaining appropriate behavior and giving timely notification of any special needs.

RESPONSIBILITIES OF FACULTY

It is the responsibility of the faculty to cooperate with disabled student services personnel in providing authorized accommodations and support services, in a fair and timely manner, for students with disabilities. Faculty should meet as quickly as possible with students who provide a Memorandum of Accommodation. Students should initiate this meeting, but faculty should take the initiative when students are reluctant to self-advocate.

Faculty do not have the right to refuse to provide required accommodations, to question whether the disability exists when accommodations have been authorized by the college, or to request to examine the students' documentation. However, faculty members should have input and should arrange with students the means for providing accommodations in a particular class. A student must be able to comprehend the course material and communicate that comprehension to the instructor, but accommodations must give the student the opportunity to achieve that outcome, so long as the accommodation does not alter the fundamental nature of the course or program. If a faculty member has questions about the appropriateness of a required accommodation, he or she should consult with the Counselor for Services to Persons with Disabilities. If the disagreement is not resolved, the faculty member should contact the Dean of Students office to initiate a review. **The faculty member should continue to provide the accommodation until it is set aside or modified by the Dean of Students as 504/ADA Coordinator using the college grievance procedure.**

If a student requests that an instructor provide accommodations for a disability and the faculty member has had no official notification of the student's need for accommodation, it is important that the instructor assist the student in contacting the Counselor for Services to Persons with Disabilities. If the disability is visible (use of wheelchair, hearing aids, service dog, etc.) and the requested accommodation is obviously appropriate, the faculty member should provide the accommodation while paperwork is being completed.

Deafness and Hard of Hearing

The two main types of hearing loss are sensorineural (nerve deafness which involves impairment of the auditory nerve) and conductive deafness (usually a dysfunction of a part of the ear mechanism). Hearing loss is measured by decibels, and according to the decibel count the loss may be mild, moderate or profound.

The 21 million people in the United States who have this disability differ considerably. A person may be born with a hearing loss or may become hard of hearing due to an accident or illness.

If the age of onset occurs before the acquisition of language and the development of speech, the individual may have language-based deficiencies such as poor syntax and vocabulary, and difficulty understanding abstract concepts.

Communicating with Deaf and Hard of Hearing Students

Although they may wear hearing aids, many students rely primarily on lip reading. Even highly skilled lip readers usually only comprehend only 30-40% of what is said. Also, lip reading students frequently miss class members' comments and have difficulty understanding instructors who cover their lips, face the chalkboard, move around, or wear a mustache.

People who wear hearing aids may not hear sounds the way others do. Hearing aids amplify all sounds and can make small noises, loud air conditioners, hissing fluorescent light fixtures, traffic noise and the like overwhelming. Sometimes people with hearing aids hear only jumbled and disjointed fragments.

An interpreter may be necessary to convey the oral message to the deaf student by the use of sign language (American Sign Language, Signed English, Exact English or Cued Speech). The interpreter should be placed close to the instructor, or between the instructor and the student, so the student can watch both the signing and the body language of the instructor.

During lectures, students with hearing impairments often need to have the instructor's speech amplified so that they can hear. Some students may ask that the instructor wear a small wireless FM microphone that is compatible with their hearing aids. Other students may need to audiotape lectures so that they can play the tape back at a higher volume.

Technology is available to make telephone communication available to individuals with hearing impairments. Some students can use a regular telephone if it has a volume control. Other individuals must use a TDD (telecommunication device for the deaf). Alabama has a telephone Relay Service which makes it possible for a TDD user and someone with a regular telephone to communicate. The telephone number for this Relay Service is 1-800-548-2547.

Suggested Modifications

1. The hearing disabled student may need a notetaker so that he/she can give full attention to watching the speaker or interpreter.
2. The speaker should face the class as much as possible and should speak clearly and audibly. It is helpful to all students if the instructor repeats questions asked by the class.
3. Students will need to sit close to the speaker for maximum intake of visual cues.
4. Instructors should keep a minimum amount of lighting on when presenting audiovisual information so the instructor or interpreter can be seen at all times. It would be helpful to supply the student with a written explanation of a demonstration in advance. Video tapes or movies should be open or closed captioned. If they are not, the student should be provided with notes or a summary.
5. Many students with hearing disabilities need to receive assignments in written form in order to ensure proper understanding of the requirements.
6. The instructor should write technical or unfamiliar vocabulary on the chalkboard or on an overhead transparency.
7. The instructor should give a deaf student adequate time to respond to questions or participate in class discussions. There is a lag time between the end of a comment and the end of the interpretation into sign language.

Head Injury

HEAD INJURY DEFINED

Well over half of the more than one million people incurring head injuries each year are between the ages of 15 and 28 years. Brain injury can result from two types of trauma: 1) external events, such as closed head trauma or a missile penetrating the brain; or 2) internal events, such as cerebral vascular accident, or tumors. The consequences of brain injury are many and complex. Understanding how brain function is different after injury has much greater implications for education than does knowing the cause or type of the injury.

The Person with Head Injury

There is great variation in the possible effects of a head injury on an individual. However, most injuries result in some degree of impairment in the following functions:

- **Memory**-Memory deficits are probably the most common characteristic of students with brain injury. The primary problem is inability to store information for immediate recall. Long-term memory or previously acquired knowledge is usually intact.
- **Cognitive/Perceptual Communication**-Distracted by extraneous stimuli, students may have difficulty focusing enough for learning to take place.
- **Speed of Thinking**-Students with cognitive deficits from brain injury often take longer to process information.
- **Communication-Language functions** (writing, reading, speaking, listening, as well as the pragmatics) may be impaired. Problems in pragmatics include interrupting, talking out of turn, dominating discussions, speaking too loudly or rudely, or standing too close to the listener.
- **Spatial Reasoning**-Spatial reasoning refers to the ability to recognize shapes of objects, judge distances accurately, navigate, read a map, visualize images, comprehend mechanical functions, or recognize position in space.
- **Conceptualization**-Deficits in conceptualization reduce ability to categorize, sequence, abstract, prioritize, and generalize information.
- **Executive Functions**-Ability to engage in goal setting, planning and working toward a desired outcome in a flexible manner is often impaired.
- **Psychosocial Behaviors**-Some of the common types of psychosocial behavioral disabilities include depression/withdrawal, mental inflexibility, denial, frustration, irritability, restlessness, anxiety, lability, impulsivity, poor social judgment, disinhibition, euphoria, apathy, fatigue, and decreased awareness of personal hygiene.
- **Motor, Sensory, and Physical Abilities**-Brain injury can result in specific impairments primarily manifested in the physical or medical condition of the student after the injury.

Comparison with Specific Learning Disabilities

On the surface, problems encountered by the head injury survivor may seem like those common to students with learning disabilities. Many of the academic modifications listed for students with learning disabilities will also be appropriate for students with head injuries. Whereas similarities exist, there are important differences which have profound significance for effective programming.

To summarize, compared to students with learning disabilities, the student with acquired brain injury may:

- be more impulsive, hyperactive, distractible, verbally intrusive, and/or socially inappropriate;
- have discrepancies in ability levels that are more extreme and harder to understand, such as reading comprehension at a level four years lower than spelling ability;
- learn some material rapidly, since they may need only to be reacquainted with a process or concept which they knew pre-injury;
- have more severe problems generalizing and integrating skills or information;
- require on-going monitoring of tasks using independent thinking and judgment;
- be unable to process information presented through usual remedial strategies because comprehension may deteriorate as the amount and complexity of material increases;
- require a wider variety of strategies to compensate for impaired memory and problems with word retrieval, information processing and communication;
- have more pronounced difficulty with organization of thoughts, cause-effect relationships, and problem solving;
- resist new learning strategies which seem too elementary (not accepting the changes caused by the injury);
- retain the pre-trauma self-concept of a non-disabled student and have difficulty accepting that abilities and behaviors have changed and need to be adjusted.

Common needs for all head injured students:

Structure-Survivors of recent injuries often do not organize well. Returning to or entering school may provide a badly needed routine.

Flexibility-A great deal of flexibility is needed in scheduling the re-entry. Accepting the student back as soon as possible is important. Routines may need to be slowed down, and placement decisions may need to change after periods of rapid recovery.

Reduced Demands-Reducing demands on the head injured student may involve substituting a less demanding class, altering response modes (such as oral vs. written responses), providing books and lectures on tape, or providing other support services. When reducing demands conflicts with the requirements for courses, and the conflicts cannot be reconciled, the student may need to enter a special cognitive training program.

Supervision-The poor judgment and memory problems of a student with head a injury may make supervision a necessary ingredient of the educational program. For the student, this supervision could take the form of a planning and monitoring system which requires the faculty or counselor and student to plan together, set goals, report and evaluate progress.

Intervention-Head injured students are often not conspicuous before they begin to have serious trouble and they often misjudge their own problems. The head injury may make the student unable to assess the need for help without direct intervention.

Learning Disabilities

Several definitions of specific learning disability exist. The definition most often used in higher education is that of the U.S. Department of Education, Rehabilitation Services Administration. This definition reads as follows:

> A specific learning disability is a disorder in one or more of the central nervous system processes involved in perceiving, understanding, and/or using concepts through verbal (spoken or written) language or nonverbal means. This disorder manifests itself with a deficit in one or more of the following areas: attention, reasoning, processing, memory, communication, reading, writing, spelling, calculation, coordination, social competence, and emotional maturity.

Each definition of specific learning disability concludes that individuals with this disability have:

- Average to superior intelligence;
- a chronic disorder of neurological origin which causes difficulty in receiving, processing, integrating, and/or expressing information;
- a severe discrepancy between achievement and intellectual capacity in one or more areas that did not primarily result from inadequate sensory acuity; environmental, economic or academic disadvantage; emotional disturbance; or mental retardation.

Often people assume that students with learning disabilities are unmotivated and unintelligent. Many question whether these students can succeed in college. Students with learning disabilities are not intellectually limited. They have the potential to succeed in higher education.

Some of the terms referring to disorders included under the umbrella term specific learning disabilities are: **dyslexia** (difficulty with reading), **dysgraphia** (difficulty with writing), **dyscalculia** (difficulty with mathematics), and **ADHD** (Attention Deficit/Hyperactivity Disorder).

Adelman and Olufs (AHSSPPE, 1986) described some of the characteristic problems of college students with learning disabilities. Naturally, no student will have all of these problems.

Study Skills

Inability to change from one task to another

No system for organizing notes and other materials

Difficulty scheduling time to complete short and long-term assignments

Difficulty completing tests and in-class assignments without additional time

Difficulty following directions

Interpersonal Skills

Impulsivity

Difficulty delaying resolution to a problem

Disorientation in time-misses class and appointments

Poor self-esteem

Reading

Difficulty reading new words, particularly when sound/symbol relationships are inconsistent

Slow reading rate - takes longer to read a test and other in-class assignments

Poor comprehension and retention of material read

Difficulty interpreting charts, graphs, scientific symbols

Difficulty with complex syntax on objective tests

Writing

Problems in organization and sequencing of ideas

Poor sentence structure

Incorrect grammar

Frequent and inconsistent spelling errors

Difficulty taking notes

Poor letter formation, capitalization, spacing, and punctuation

Inadequate strategies for monitoring written work

Oral Language

Difficulty concentrating in lectures, especially two to three hour lectures

Poor vocabulary, difficulty with word retrieval

Problems with grammar

Math

Difficulty with basic math operations

Difficulty with aligning problems, number reversals, confusion of symbols

Poor strategies for monitoring errors

Difficulty with reasoning

Difficulty reading and comprehending word problems

Difficulty with concepts of time and money

Additionally, an adult with learning disabilities may have social skill problems due to inconsistent perceptual abilities. He or she may be unable to detect the difference between a joking wink and a disgusted glance. The student may not notice the difference between sincere and sarcastic comments, or be able to recognize other subtle changes in tone of voice. These difficulties in interpreting nonverbal messages may result in lowered self-esteem for some adults with learning disabilities, and may cause them to have trouble meeting people, working cooperatively with others, and making friends.

Although a learning disability cannot be "cured", its impact can be lessened through instructional intervention and compensatory strategies. Appropriate academic adjustments made for students with learning disabilities may include some of the following examples of strategies, depending upon individual need/circumstances.

Suggested Modifications

1. Give priority registration.

2. Allow late withdrawal from a class without penalty.

3. Consider the possibility of allowing substitution for otherwise required coursework on an individual basis, if the course is not found to be essential to the area of study and if making a substitution would not require a "substantial change in an essential element of the curriculum."

4. Extend time to complete a course.

Textbooks and Printed Course Material

1. Provide taped textbooks. Students who have textbooks on tape as an approved accommodation can often obtain them from Recordings for the Blind. If the needed text cannot be found, the college will have readers record the text.

2. If the textbook has a study guide or computer tutorial, suggest that the student use it and help him or her obtain it.

3. The Brewer Library contains a Kurzweil Reader and a Visualtek machine which may be used by students with learning disabilities (see description in section on visual impairments).

4. Double space all material.

5. Provide handouts in high contrast form.

6. Make the syllabus available prior to the first day of class to allow students to begin their reading early.

Lectures

1. Use multi-media presentations.

2. Use note-taking modifications:
   a. A notetaker may be requested. This person should be a good student who takes complete notes.
   b. The classmate's notes may be photocopied or the classmate may prefer to take notes with carbonless paper.
   c. Provide copies of the instructor's notes for those classes the student attends.
   d. Students are permitted to tape record lectures.
   e. Provide copies of transparencies.

3. Read aloud material that is written on the chalkboard or that is given in handouts or transparencies.

Written Assignments

1. When the object of the assignment is to demonstrate knowledge or opinions, allow alternative formats of equal difficulty such as taping, visual displays, oral presentation, etc.

2. Allow the student to dictate to a scribe or to dictate and transcribe his or her own dictation.

3. Allow the student to use a word processor in class.

4. Minimize penalties for misspellings, incorrect punctuation and poor grammar unless the object of the assignment is to demonstrate written skills. Examples abound of scientists, mathematicians, and others who have poor reading and writing skills due to learning disabilities.

5. Allow the student to use a dictionary and/or electronic spellchecker.

6. Critique an early draft of the paper.

7. Allow extended time for in-class writing assignments.

Math

1. Allow use of a basic, four-function calculator in class.

2. Examine the test for the types of errors. It may be appropriate to give partial credit for work shown even when the final answer is incorrect due to transposed numbers, etc.

Evaluation

1. Allow tests to be taken in a quiet environment with minimal distractions.

2. Allow the student to use a blank card or paper to assist reading.

3. Allow extended time.

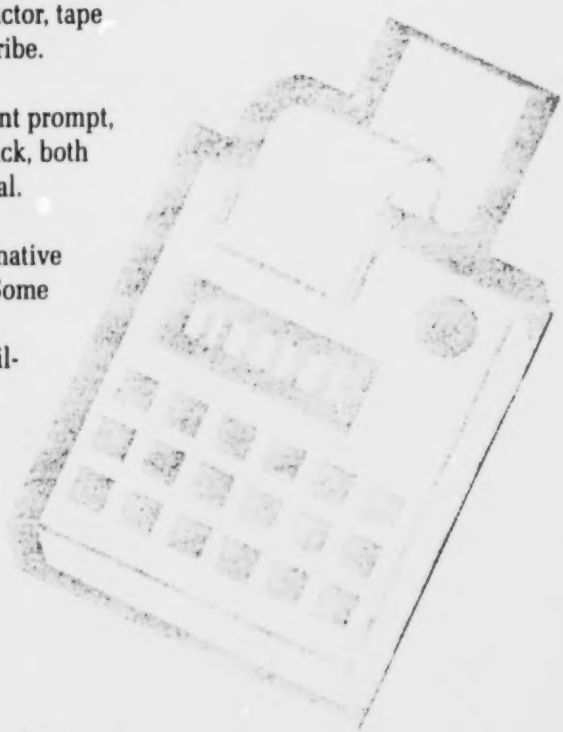
4. Provide alternatives to computer-scored answer sheets (e.g., allow the student to mark the exam rather than a separate answer sheet.)

5. Allow the student to respond orally to exam questions. Answers may be relayed directly to the instructor, tape recorder, or scribe.

6. Give the student prompt, explicit feedback, both written and oral.

7. Consider alternative test designs. Some students with learning disabilities may find multiple choice formats confusing. A student with a perceptual impairment will have trouble with tests requiring students to match different items.

8. Consider alternative or supplementary assignments to evaluate students' mastery of the course material. Taped interviews, slide presentations, photographic essays, or handmade models may lead to more accurate evaluations of mastery.



Orthopedic/Mobility Disabilities

A variety of mobility-related disabilities result from neuromuscular and orthopedic impairments. These disabilities may be congenital or they may be the result of an accident or illness. They may include conditions such as spinal cord injury, paralysis, cerebral palsy, severe forms of arthritis, polio/post polio, spina bifida, orthopedic injury, amputation, cardiac conditions, cystic fibrosis, later stages of AIDS, stroke, and muscular dystrophy.

The range of disabilities in this category is large. Functional abilities and limitations will vary widely, even within one disability group. Some conditions are such that the person experiences pain, spasticity, or lack of coordination. In other conditions there are intermittent flare-ups (when a student might be absent from class) and periods of remission, where the student seems to have no impairment of function (e.g., multiple sclerosis).

A number of students who use wheelchairs are able to stand but not walk. Some who use wheelchairs can walk with the aid of canes, crutches, braces, or walkers. Using a wheelchair may help these individuals conserve energy or move about more quickly. Some students who use wheelchairs have full use of their arms and hands, whereas others do not. Students with muscular and mobility impairments also may have a hearing or speech impairment (e.g., cerebral palsy). Others may tire very easily. Because of vast differences among students, even when they have similar impairments, the best judge of what the student can or cannot do is the individual himself or herself.

Suggested Modifications

1. It may be necessary to be lenient with these students when they are occasionally late getting to class, particularly in inclement weather. Advisors and students should schedule classes to allow extra time for getting from class to class. Also, it may be necessary to schedule classes physically close together on campus.

2. Many of these students will need notetakers, use of lap-top word processors, and/or tape recorders in class.

3. Most students will have no unusual difficulty with tests. Some, however, will need extra time and/or special arrangements (e.g., typewriter, computer, scribe, audio-taping answers or oral exams).

4. Extra time may be needed for assignments due to slow writing speed or medical concerns which may involve large chunks of time in doctor's offices or hospitals.

5. Adjustable tables, lab benches, drafting tables, and the like may need to be made accessible for students in wheelchairs.

6. When instructors intend to hold a class in a new location or go on a field trip, they should check to be sure that the new site is accessible. If the college provides transportation for field trips, it is required to provide accessible transportation.

7. Some students will require help manipulating tools, laboratory equipment, and/or chemicals. An assistant or lab partner, who merely functions as the student's hands or legs, also may be needed.

8. Many of the students who require handicap parking are in this category of disabilities. All personnel should show consideration for individuals who require reserved parking in order to attend school. School personnel can help to educate non-disabled students who may not realize that most people who need special parking are not wheelchair users.

9. Treat the student as you would all other students whenever possible. In some cases, you will not need to do anything special at all.

Psychological Disabilities

The term "psychological disabilities" covers a wide range of conditions and may include (but not be limited to) chronic conditions such as severe personality disorders, psychoneuroses and psychoses.

The U.S. National Institute of Mental Health recently learned that one in five Americans has some form of mental illness in any given 6 months. With appropriate treatment, the vast majority of psychological disorders are effectively cured or controlled. Treatment, which often combines medications and psychotherapy, can effectively stop acute symptoms in 80% of those living with schizophrenia, end the terror of phobic disorders, and halt the downward spiral in approximately 90% of those living with depressive disorders.

The greatest problems related to providing educational support services to students with a history of mental illness are founded in the misconceptions and stigma about the illness. Media attention to crimes involving persons with a psychiatric history and television dramas depicting persons with mental illness as psychotic killers play on deep, unconscious fears. Isolated and infrequent incidents on campus or in the community help to feed and justify these fears. As a result, college faculty and staff are often reluctant to approach students realistically because of fears that the students are very fragile or could be violent. In reality, people with mental illness do not commit more violent crimes than the rest of the population. Although comparatively few students with psychological disabilities may react to stress by becoming agitated or even threatening, faculty who are familiar with this group of disabled students report that incidents of disruptive behavior by individual students can often be predicted, and, therefore, prevented.

Dealing with Disruptive Behaviors When They Occur

Although most students with psychological disabilities never draw attention to themselves by behaving disruptively, a few, because their symptoms are more persistent and/or cyclical, may experience periods in which "holding it together" becomes more difficult. Disciplinary issues should not be confused with mental health issues. All students, including students with psychological disabilities, have the responsibility to meet the code of conduct by adapting behavior to the educational environment. If disruptive behavior persistently occurs or a student code of conduct is violated, the issue should not be defined as a health issue. It should be defined as a disciplinary issue, and a referral to the Dean of Students should be made.

Suggested Modifications

Serving students with psychological disabilities on campus is a relatively new phenomenon. There have been few court cases to set precedents for reasonable accommodations for persons with psychological disabilities. However, based on existing knowledge and experiences, the following suggestions have been provided:

1. Assistance with orientation/registration/financial aid forms
2. Assistance choosing classes and instructors
3. Extended time for exams/test proctoring
4. Change of location for exams
5. Notetakers, readers, tape recorders
6. Modifications in seating arrangements
7. Beverages allowed in class
8. Peer support
9. Identified, non-threatening place on campus for meeting before or after class
10. Flexibility in the attendance requirements in case of hospitalization/crisis
11. Incompletes or late withdrawals rather than failures in the event of prolonged illness-related absences
12. Time management and study skills assistance

Educators for the disabled are especially helpful to students with psychological disabilities when they help the student identify and explain his or her own functional classroom limitations, such as difficulty with oral presentations, or the need to accommodate side effects of medications (e.g. thirst, itching, agitation, frequent trips to the bathroom, etc.).

Speech and Language Disorders

Definition

Speech and language disorders refer to problems in communication. Examples include dysfluency (commonly "stuttering"), articulation problems, voice disorders, and aphasia (a difficulty using words, usually as a result of brain injury or loss of voice).

Speech and language disorders may result from many factors, including hearing loss, learning disabilities, cleft lip or palate, or cerebral palsy. Speech disorders may be aggravated by the anxiety inherent in oral communication in a group.

Suggested Modifications

1. Permit students the time they require to express themselves, without unsolicited aid in filling in gaps in their speech. Don't be reluctant to ask the student to repeat a statement.

2. Do not compel the student to speak in class, unless speech is a required course competency appropriate for the particular student.

3. Consider course modifications, such as one-to-one presentations and the use of a computer with a voice synthesizer.

Visual Disabilities

Visual impairments are disorders in the function of the eye as manifested by at least one of the following: (1) visual acuity of 20/70 or less in the better eye after the best possible correction, (2) a peripheral field so constricted that it affects one's ability to function in an educational setting, (3) a progressive loss of vision which may affect one's ability to function in an educational setting.

Visual disabilities are so varied that it is often difficult to detect such a student in the classroom or on the campus. The student may appear to get around without assistance, read texts, and/or even take notes from the chalkboard. However, in most cases some form of assistance is needed.

A "legally blind" person is one whose vision, while wearing corrective lenses, does not exceed 20/200 in the better eye, or whose visual field is less than an angle of 20 degrees. Ninety percent of individuals who are identified as legally blind have some useful vision or light perception. Total darkness is rare.

Some students use aids such as guide dogs. These dogs are trained to move at the direction of their masters and are well-disciplined to function in group settings. It is important to note that guide dogs are not to be petted or distracted in any way while they are on duty. Guide dogs are allowed by law in all college buildings, including laboratories, food services areas, classrooms and administrative offices.

Other students may use white canes, and a few use special electronic sensing devices to enhance mobility. Special considerations may be needed for the visually disabled student when a class is moved to a new location, when a group goes on a field trip, or when the furnishings in a room are moved for a special program.

Adaptive Technology Aids

Whenever possible, texts are obtained in Braille, on tape, or on computer diskettes from national lending libraries. The college will provide texts and materials in alternative format when they are not available for loan.

For classes and labs which utilize computers, print enlarging software and/or vocal output adaptations can make computers accessible by individuals with disabilities.

A Voyager XL Reading Machine is available in the Brewer Library. This machine will project print enlarged up to 65 times.

A Kurzweil Reader is available in the Brewer Library. This machine is an optical scanner that reads typeset and typewritten material and turns it into DECtalk synthetic speech.

Suggested Modifications

1. Provide reading lists or syllabi in advance to allow time for arrangements to be made, such as the taping or Brailling of texts.
2. Allow the student to use notetaking devices such as Braille-writers.
3. Allow tape recording of lectures and class discussions.
4. Team the student with a sighted classmate or lab partner.
5. Reserve front seats for low-vision students. Make sure seats are not near or facing windows. Glare from the light can make it hard for a student to see the instructor or the board.
6. Verbalize the content printed on transparencies or on the chalkboard.
7. Face the class when speaking.
8. Provide large print copies of classroom materials by enlarging them on a photocopier.
9. Be flexible with assignment deadlines, especially if library research is requested.
10. If a specific task is impossible for a student to carry out, consider an alternative assignment.
11. Provide alternative testing formats (e.g. oral, large print, Braille or taped).
12. Allow extended time for tests.
13. Other adaptations suited to specific situations, such as tactile materials in presenting graphs or illustrations may be helpful.

Other Disabilities

There are other impairments, neurological and medical conditions, which don't fit under the major categories already discussed but which are covered under 504/ADA. These disabilities can affect students by significantly impairing their energy level, memory, mobility, speech, vision, or muscular coordination (e.g., heart conditions, sickle cell anemia, hemophilia, arthritis, asthma, diabetes, respiratory disorders, seizure disorder, cancer, kidney problems, Tourette's Syndrome, severe chronic pain, AIDS). In some cases, the degree of impairment may vary from one day to the next because of the nature of the medical condition, medication received, or therapy. Some conditions are progressive and get worse year-by-year, resulting in emotional consequences for the student. Some students may be absent from class as a direct result of their disabilities, and they may require flexibility in attendance policy (which should be arranged and documented before the fact). Some students will need similar accommodations to those found elsewhere in this manual. Others will need no special modifications.

Campus Resources

Section 504/ADA Coordinator

The Dean of Students is the official Section 504/ADA compliance officer for Calhoun Community College. The Dean of Students is responsible for ensuring that the college complies with federal regulations which require equal access to all programs and services of the college by otherwise qualified individuals with disabilities. The Dean of Students serves as chair of the campus ADA Committee. Any student, faculty, or staff member may contact the Dean of Students for clarification, appeal or resolution of a disability-related issue.

The Associate Dean of Students is ADA/504 Co-Coordinator.

Counselor for Services to Persons with Disabilities

The Counselor is the official contact for students with disabilities who request services and/or accommodations to minimize the effects of their disabilities. Students must voluntarily identify themselves and provide official documentation of disability in order to become eligible for needed aids or adaptations. If documentation is inadequate, the student may be asked to provide additional information/evaluation. The Counselor for Services to Persons with Disabilities serves as an advocate for individuals with disabilities and ensures that students have equal physical and programmatic access to all college programs/services.

The Counselor is available to consult with faculty, administrators and staff about appropriate services and modifications for individuals with disabilities. The Counselor will assist in the implementation of accommodations whenever possible.

Services provided by the Counselor also may include:

- confidential maintenance of records of all self-identified students with documented disabilities
- assistance to students in obtaining documentation as needed
- development, with the student, of appropriate individual accommodations and assistance needed
- assistance with registration, including academic advising and priority registration
- assistance with interpretation and implementation of accommodations

Vocational Education Counselor

The Vocational Education Counselor provides services to students under the Carl D. Perkins Act, which authorizes funds to support vocational education programs. One of the goals of the Perkins Act is to improve the access of special needs students, including those who have disabilities.

The Vocational Education Counselor is able to assist disabled students in vocational education programs with services such as academic advising, adaptive equipment, textbook loan, and assistance with financial aid.

Career Planning/ Job Placement Center, Project GATE

The Career Planning and Job Placement Center contains resources to help students identify career interests/aptitudes, gather information on careers, colleges, and full-and part-time job openings. Seminars and materials are provided to assist students with job-search skills. Assistance with access to any of these resources is available on request.

In 1993, the U.S. Department of Education funded Calhoun's three-year model demonstration career transition project, Project GATE, which is housed in the Career Center. The purpose of Project GATE is to enhance the employment opportunities for students with disabilities by providing career-related experience for students; training personnel of Calhoun, other postsecondary institutions, secondary schools, employers, and other groups; and by strengthening collaborative efforts to assist individuals with disabilities.

The Centurions Club

The Centurions Club is a self-advocacy, educational, support group for and about students with disabilities at Calhoun Community College. Membership is not limited to students with disabilities.

The club meets each month during "club hour" and has various programs and speakers related to disability issues and employment development for individuals with disabilities.

The Centurions Club is represented on the campus ADA Committee and Interclub.

Selected Resources

The following sources are thanked for sharing information used in the preparation of this resource guide:

1. Campus Guidelines for Using Inclusive Language and Illustrations in University Publications—University of Maryland at College Park
2. Disability Etiquette Handbook—City of Chicago
3. Faculty Guide for Reasonable Accommodations-University of Florida
4. Faculty Guide: Understanding Students with Learning Disabilities, Western Washington University
5. Faculty Guide: Understanding Students with Physical Disabilities, Western Washington University
6. Gallaudet College for Continuing Education
7. HEATH Resource Center
8. National Information Center for Children and Youth with Disabilities
9. Plan for Accommodating the Academic Needs of Students with Disabilities—University of California, Berkeley
10. Providing Academic Accommodations for Students with Disabilities—San Diego State University
11. Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities - Professional Staff, Congress (AFT Local #2334) of the City University of New York
12. Resource Guide to Programs and Services for Students with Disabilities—State University System of Florida
13. Teaching College Students with Disabilities: A Guide for Professors—Dawson College, Montreal, Quebec, Canada
14. The College Student with a Disability: A Faculty Handbook - President's Committee on Employment of People with Disabilities
15. U.S. Department of Education Office for Civil Rights, Washington D.C. 20202-1328